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Understanding Public Sexual Harassment

Lesson plans and session guidance
Key stages 3 & 4



Supporters and Partners

These lesson plans have been written by Dr. Fiona Vera-Gray at Durham University and Jayne Bullough from Rape Crisis South London (RASASC). They were created through a partnership project with Doll's Eye Theatre, Purple Drum, RASASC, Dr. Maria Garner, and Dr. Fiona Vera-Gray. Lessons on public sexual harassment were drawn from the work of Dr. Vera-Gray at Durham University. The project was made possible by Durham Law School's Impact Acceleration Grant from the Economics and Social Research Council (ESRC).

Doll's Eye Theatre

dollseyetheatre.com

Doll's Eye Theatre is an all-female collective, founded in 2015 by five female artists specialising in writing, directing and acting. The aim of the company is to challenge perceptions of gender through devised work and collaborating with emerging writers. Since its conception, the company has produced two sell-out theatre productions, receiving four and five star reviews.

Purple Drum

purpledrum.me

Purple Drum is an Imkaan project committed to archiving and amplifying young black and minority ethnic (BME) women's voices in policy, research and wider discourses. Imkaan is the UK's only national second tier women's organisation dedicated to addressing violence against BME women and girls.

Rape Crisis South London

rasasc.org.uk

Rape Crisis South London, also known as the Rape and Sexual Abuse Support Centre (RASASC) was established in 1985 and is London's oldest Rape Crisis Centre. They are an all-woman independent organisation providing a high standard of specialist support to female survivors of sexual violence including the national Rape Crisis helpline, prevention, training, counseling, and independent advocacy.

Dr. Fiona Vera-Gray

dur.ac.uk/law/staff

Dr Vera-Gray is a research fellow specialising in violence against women and girls, based at Durham Law School. Her innovative work on public sexual harassment is available in two major books 'Men's Intrusion, Women's Embodiment' (2016) and 'The Right Amount of Panic' (2018).

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Introduction

Understanding public sexual harassment

“85% of women aged 18-24 have experienced unwanted sexual attention in public places.”¹

These lesson plans are the result of a unique partnership between the arts, frontline anti-violence organisations, activists, and academics. This document contains four lesson plans to be delivered to young people in key stages 3 & 4. They have been designed to complement existing resources on teaching sexual consent developed by the Rape and Sexual Abuse Support Centre,² and a new project challenging sexual harassment in schools through engaging young people as bystanders – resources for which will be available in 2018.³ They have also been created to complement Doll’s Eye Theatre’s educational play on public sexual harassment, *Might Never Happen*. The lessons have been written by experts in public sexual harassment and working with young people on sexual violence prevention. They centre on the findings from the first empirical study in the UK focused solely on what is commonly termed ‘street harassment’ conducted by Dr. Fiona Vera-Gray from Durham University,⁴ and funding for the project has been kindly provided through the ESRC Impact Acceleration Account at Durham Law School.⁵

How to use this resource

Lesson plans and guidance

¹ This finding is taken from a poll conducted by the End Violence Against Women Coalition in the lead up to the 2016 Mayoral elections in London. For more information see <http://www.endviolenceagainstwomen.org.uk/powerful-new-film-black-women-speak-out-about-racist-sexual-harassment/>

² *Give ‘n’ Get Consent: A resource for teaching sexual consent to Key Stages 3 & 4*. Created by the Rape and Sexual Abuse Support Centre. Available for free download: <http://www.rasasc.org.uk/wp/wp-content/uploads/2013/11/Give-n-Get-Consent-A-resource-for-teaching-sexual-consent-to-key-stages-3-and-4.pdf>

³ *Speak Up / Speak Out: Bystander Intervention in school-based sexual harassment*. Lesson Plans will be available 2018. See project site for updates and contact information for more details <http://cwasu.org/project/bystander-responses-to-sh-among-young-people/>

⁴ See Vera-Gray, F. (2016). *Men’s Intrusion, Women’s Embodiment: A critical analysis of street harassment*. Oxon: Routledge.

⁵ For more information you can see the project website at <https://www.dur.ac.uk/esrciaa/test/partnerships/theatreeducation/>

This guide aims to provide tools for teachers to help open a space for young people's reflections on the effect of public sexual harassment. The pack contains lesson plans and resources for four sessions that can be adapted in any way that works for you and the young people you work with. You may choose to run the sessions as a special subject in a citizenship class for example, using them to highlight the ways in which public sexual harassment impacts citizenship rights. Or the sessions can be used to help practice skills around disagreeing and discussing respectfully, such as in a debating class. Remind the young people that it is okay to agree to disagree, but encourage them to be open to changing what they think they know. Most young people will have experience of some form of sexual harassment in public, either directed at themselves or through witnessing the behaviour directed at others, and as such the lessons could form start of a wider engagement in the topic for a drama or creative writing class. Many teachers will choose to run them as part of sex and relationships education and draw out themes around consent - the very prevalence of public sexual harassment provides a useful entry point for wider and more sensitive discussions around sex, relationships, bystander responsibility, and respect. However you decide to deliver the sessions, what follows is some brief guidance to help you understand more about their approach and purpose.

Approach and ethos

The lesson plans contained here require a different approach to other materials you may have used. They draw from recent research showing a **discursive pedagogy**, where young people are given the skills to interrogate their own decision-making, is more successful in working with young people around sexual violence than a didactic or more instructive ethos, where the students are "given" the right and wrong answers.⁶

They are designed using a "teacher as facilitator" approach, creating an open and supportive space for discussion. As a facilitator you do not need to be an expert on the issue. We have included an information sheet on public sexual harassment in the back of this pack that will cover some of the main questions that are raised in discussing the issue, and can also be given to the students as a summary of learning on completion of the lessons. However, the students will learn more from you giving an honest response – such as saying you're unsure – than you hazarding a guess to difficult questions. This helps role model to the young people that it is 'ok not to know', and that, for some of the issues discussed here, there is actually no "one" answer. Instead

⁶ For more information on the importance of this approach see Moria Carmody's (2015) book *Sex, Ethics, and Young People*, Palgrave.

of providing the answers the lessons invite the students to think through situations in context in order to better be able to evaluate and thus challenge sexual harassment in their everyday lives.

The lessons also use a **gendered approach**, situating public sexual harassment as a form of violence against women and girls. This reflects both the evidence base showing that public sexual harassment is overwhelming gendered – with women and girls as victims and targets, and men and boys as perpetrators – as well as research showing that young people understand their worlds in terms of a gendered double standard where different levels of acceptability are attached to the actions of girls and women compared to boys and men.⁷ This does not mean that the resource only situates men and boys as potential perpetrators and women and girls as potential victims, nor that it does not include a space to talk through how public sexual harassment can also be experienced by men and boys. Most young people will have experience of some form of sexual harassment in public, either directed at themselves or through witnessing the behaviour directed at others. As such all young people can be engaged and empowered as potential **bystanders** to public sexual harassment. The lesson plans that follow on from these looking specifically at sexual harassment in a school environment directly build young people's skills as active bystanders, as well as this work beginning in the final lesson contained here. As such, we recommend these lessons be followed up by those contained in the Speak Up / Speak Out programme on bystander intervention for sexual harassment in schools.⁸

Guidelines for delivery

The lesson plans are to be used over four interlinked sessions rather than to be delivered individually as “one-off” sessions. They work best when embedded within what is called a “whole-school approach”⁹ to violence against women and girls. Such an approach is evidenced by staff behaviour, leadership and training, as well as through the curriculum and across all school policies and procedures.

⁷ For more on the gendered double standard and the research informing it see the Rape and Sexual Abuse Support Centre's Give n Get Consent Lesson Plans <http://www.rasasc.org.uk/wp/wp-content/uploads/2013/11/Give-n-Get-Consent-A-resource-for-teaching-sexual-consent-to-key-stages-3-and-4.pdf>

⁸ *Speak Up / Speak Out: Bystander Intervention in school-based sexual harassment*. Lesson Plans will be available 2018. See project site for updates and contact information for more details <http://cwasu.org/project/bystander-responses-to-sh-among-young-people/>

⁹ See EVAW (2015) *A Whole School Approach: A template model for education establishments to prevent violence and abuse of girls*, available at <http://www.endviolenceagainstwomen.org.uk/resources>

The content has also been written in a flexible way to respond to different practical restraints such as differences in class time and class sizes. Sessions are timed to run for a minimum of forty minutes to fit into the shortest single school period, however discussion time can be increased if more time is available. To assist with fitting the lessons into existing classes, they have all been designed so that they can run in mixed groups, however you will need to be particularly mindful of the subject matter in these kinds of discussions, and time given to careful considerations around creating safety, respect and space for everyone to contribute will be crucial. In particular settings such as Pupil Referral Units, we do recommend the sessions be run as single-sex groups, whilst ensuring the programme is delivered to both girls and boys rather than singling out street harassment as a problem for “just” the girls. For any help or guidance around delivery you can contact training.coordinator@rasasc.org.uk. RASASC may also be able to come to your school to deliver specialist work on consent or can help you identify local support agencies.

Safety and support

Many teachers are anxious about how to support students in discussions about forms of harassment, bullying or violence and this can act as a barrier to running these kinds of lessons. These sessions have been created by experts in sexual violence prevention to ensure they can be delivered sensitively and safely, however your existing relationship with your students and your skills in teaching them is integral to their success. You will already have terms of agreement in your classroom and school as to how the young people are to engage with each other. It can be important to remind the students of these at the start of and during the lessons. In particular remind students of the boundaries of confidentiality; the need for open mindedness; and the importance of self-care.

Before delivering the lesson plans, information should be handed out on support networks for students and should they wish to talk to someone about how a particular issue has or might affect them. This can be done through an easily accessible display or other access point (e.g. in school diaries, student bulletin boards or newsletters) as well as individually. We recommend contacting **local support organisations** including Rape Crisis Centres, children’s support services, and specialist services for BME women and girls before delivering the lessons to get their most up to date information and if possible their promotional literature.

You can find information about your nearest centre through rapecrisis.org.uk. For details of the nearest organisation that works to prevent and respond to

violence against black and minority ethnic (BME) women and girls, see imkaan.org.uk/membership

Disclosures

Students may share their **own experiences with sexual harassment**. It will be up to you, and your school's safeguarding policy, as to how to manage disclosures. A balance is needed between creating an open and conversational space, and containing the sharing of personal experiences because of concerns about safeguarding and the impact on other students. This can be struck by gently reminding students of the limits of confidentiality if the discussion is heading towards sharing personal experiences, and letting them know they are in control of when and how much they share in the group. Ensure also that you emphasise students can take a break if they need to at any point. This is particularly important if the atmosphere becomes emotionally charged or tense due to the activities or the sharing of personal experiences. Breaks can include leaving the room if this is possible in your setting, or simply choosing their level of participation, for example being an observer rather than active participant in certain exercises.

Listen carefully to the underlying meaning in questions or statements; they may be asking for help or information in a question that sounds like bragging or appears intended to shock. This can be especially true for boys and young men who may find it difficult to show vulnerability in front of other students. Listen for responses from young people that allude to personal knowledge of the issues being discussed, such as knowing details about sex that seem too in-depth for their age level and apparent experience. Be aware of young people who stay back after the sessions whilst other students are leaving and make yourself available to anyone who wants to talk once the sessions have finished, ensuring, again, that you and the participant are aware of your confidentiality and safeguarding obligations in the setting you are delivering.

It is possible that a student will disclose information to you that requires further action. If this happens we recommend that in association with your Child Protection Procedure you let the young person know they have a right to support for themselves. Give the young person the number of the National **Rape Crisis Helpline: 0808 802 9999**. The helpline is open 365 days a year from 12noon to 2.30 and 7pm to 9.30pm staffed by fully trained female helpline workers. It will provide referrals for male survivors to local specialist services.

We also recommend you seek some confidential support for yourself. The fact that someone has been able to disclose to you means that you have

helped him or her feel safe already. This is the first and hardest step in getting them the support they need and also one of the reasons why it can be important for teachers young people already have a relationship with to deliver this kind of work. However, after hearing something like this we can often be left with feelings of helplessness or responsibility. Use your personal and professional support networks, and you can also have a one-off confidential support call with the National Rape Crisis helpline (0808 802 9999).

The Lessons

What follows are a set of four lesson plans to help young people in Key Stages 3 & 4 begin thinking about the sexual harassment in public. They are structured around the students creating a definition they can use by the end of the four lessons. This definition can form an entry point for the next set of lesson plans available on sexual harassment in schools and bystander intervention.

1. Lesson One: What is public sexual harassment?
2. Lesson Two: What is the difference between harassment, banter, and compliments?
3. Lesson Three: What are the effects of public sexual harassment?
4. Lesson Four: What can we do to end public sexual harassment?

The worksheets needed for lessons one and four are included at the end of this document, as well as the exercise for the second lesson and additional resources for you.

One of these resources, the **Background Information** sheet, we encourage you to read prior to delivery as it may help to answer some of the questions you have about public sexual harassment. We have also formatted this sheet so it can be handed out to young people as a summary of learning for the final lesson and included it at the back of this pack. They may have already received this if these lessons are coming after the young people have seen the play, *Might Never Happen*. The lesson plans themselves have been formatted for ease of use printing.

If you want to prepare further prior to delivering the lessons, you can also find more information including statistics, research, and testimony on the following sites:

Support and information sites

- **Everyday Sexism:** Project cataloguing women's experiences of routine forms of sexism in England everydaysexism.com
- **Hollaback:** International campaign to share experiences and challenge street harassment. Find nearest organisation at ihollaback.org
- **Imkaan:** National second tier women's organisation dedicated to addressing violence against Black and Minority Ethnic (BME) women and girls. Video and campaign highlighting the experiences of young BME women in London's public spaces imkaan.org.uk
- **Rape Crisis:** Support for women and girls who have experienced any form of sexual violence rapecrisis.org.uk
- **Stop Street Harassment:** American based site with international resources and information stopstreetharassment.org

● Lesson One

What is public sexual harassment?

Context and overview	<p>This lesson introduces the programme on public sexual harassment. It is the first of four lessons and is designed to quickly engage the students in learning how to identify sexual harassment in public.</p> <p>The key aims of this first session are to explore students' existing understanding of sexual harassment, and to encourage the students to think about the role of gender in public sexual harassment.</p>
Learning objectives	<p>"We are learning what public sexual harassment is and who experiences it."</p>
Intended learning outcomes	<p>Pupils should be able to state the following:</p> <ul style="list-style-type: none"> • I understand some of the behaviours that sexual harassment includes; • I am beginning to think about sexual harassment as gendered; • I understand where I can get support for others and myself on sexual violence.
Resources required	<ol style="list-style-type: none"> 1. Flipchart paper divided into two columns, one headed "Girls/Women" and one "Boys/Men". 2. Worksheet One [see resources] 3. Blank cards or Post-It notes.
Preparation and climate for learning	<p>Students in the main activity will be working together in 4-6 small groups, depending on group size. You will want the room arranged so that desks organised into small clusters. This will remain the same across all lessons.</p> <p>On each set of desks place a small amount of Post-It notes or blank cards (approximately 10-20 per set of desks).</p>

	<p>Before beginning make sure you are aware of the safeguarding procedure. Share the limits of your confidentiality and safeguarding responsibilities with students at the start of session.</p>
<p>Starter activity: Introduce the lesson</p> <p>15 minutes</p>	<p>Let the young people know this will be the first of four lessons that will be exploring the topic of public sexual harassment, sometimes known as “street harassment”.</p> <p>Let the group know that due to the subject matter you are expecting a high level of maturity and sensitivity in the discussions.</p> <p>Point out the posters and information you have put around the room on where to get support.</p> <p>Tell them that the overall aim of the four lessons is to work together to come up with our own definition of public sexual harassment. We want to think about what it can include, who it happens to, how it affects people, and why it happens. We also want to think about what can be done to stop it.</p> <p>Let the students know that this is the first programme of its kind, and that they’re really the experts here.</p> <p>Share the objectives and intended learning outcomes for Lesson One.</p> <p>Explain that due to how common sexual harassment is in our society, talking about it can bring up feelings and thoughts from our own experiences or those of our friends and family. Because it is so normal in society it may also be that some of you have done some of the things we are going to talk about as a form of sexual harassment or have had them happen to you. We’re not here to name names or judge but to talk generally about what is happening and what we can do about it. It can be an emotive and difficult topic to discuss and as such it is important that we take care of each other and ourselves.</p>

	<p>Remind the students of the rules of conduct you agree to as a school.</p> <p>Hand out Worksheet 1.</p> <p>Ask the students to write their names on the top of the page. Let them know we are going to return to the sheet at the end of the four lessons to see what we've come up with in terms of a definition.</p> <p>Give the students 5-10 minutes to fill in their worksheets and hand them back. Keep these somewhere safe, as you will need to return to them in Lesson Four.</p>
<p>Main activity: What is public sexual harassment</p> <p>10 minutes</p>	<p>How you introduce the topic of public sexual harassment will depend on whether these lessons are coming after the young people have seen the play <i>Might Never Happen</i>. If the young people have seen the play, you can begin by asking their general thoughts, or if they have any comment on any of the scenes in particular before going into the exercise below.</p> <p>If they have not seen the play you can go straight into the following:</p> <p>Tell the students that they have some Post-It notes/cards on their desks. Let them know they are to work in their groups to think about all of the things that could be included as a form of public sexual harassment. Give them about 5-10 minutes to write down as many examples as they can, one on each Post-It or card until they have finished all of the notes on their desk.</p> <p>Ask them to also think about who is most likely to do that form of harassment (e.g. girls/women, boys/men), and who is most likely to have it done to them.</p> <p>This should be a quick exercise – you can think about encouraging them to “compete” to see which group can finish first, if this would work for your group of students.</p>

<p>Main activity:</p> <p>Feedback</p> <p>10 minutes</p>	<p>Have a piece of flipchart paper divided into two columns, one headed “Girls/Women” and one “Boys/Men”. Ask the students to nominate someone from their group to come and stick their answers on the flipchart paper depending on who is more likely to have it done to them. Ask them to read them out to the class if they can as they stick them up (or you can read them out if they are too embarrassed, will depend on the group and you will know your students best).</p> <p>If they say it happens to both, emphasise the question is about who it is <i>more likely</i> to happen to, not who it <i>only</i> happens to. If they still cannot choose a side they can write it on a new card and place on both.</p> <p>If any groups have the same things written down they can stick their notes on top of the other ones.</p> <p>Make sure the following practices are listed, if they are not by the end of the feedback session you can suggest them as your own:</p> <ul style="list-style-type: none"> - Flashing – check that everyone understands what this means - Sexual name-calling (i.e. “gay” or “homo” for boys/men and words like “sket” or “slut” for girls/women) - Following - “Catcalls” – explain this is a term to include things like wolf-whistling or noises, car horns etc used to get a woman’s attention in public in a similar way to how you would get the attention of an animal (i.e. not by addressing her as a person) - Frottage – explain this a term that refers to men rubbing their crotches against girls/women generally in crowded areas, on trains, buses etc. <p>Ask if there is anything else anyone wants to add to the list. Have a look at what everyone has come up with. Some things to look for:</p> <ul style="list-style-type: none"> - Have they mentioned online space as a place for public sexual harassment? If not ask them what they
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	<p>think about including that. Would they add anything extra if they were thinking about online sexual harassment? (Common responses are sexual images “revenge porn”, online bullying/trolling). Would they take anything away?</p> <ul style="list-style-type: none"> - Have they included race/ethnicity-based or sexuality-based harassment? If so ask them what also makes these sexual harassment - encourage them to think about how something can be both or several, <i>at the same time</i>. We will be exploring this more in Lesson Three. - Note which side has more – girls or boys? Ask the students what they think about this. <p>Facilitator note: Make sure you have read the <i>Background Information</i> sheet given in this resource pack to help you guide and affirm their answers, or challenge if needed. At this point the intention is to show that it is a wide range of practices, that it can include many different behaviours, and also to begin the students thinking about the impact of gender. You will probably be agreeing with most of what the young people suggest and any questions or points of disagreement can be things that are returned to in the coming sessions.</p> <p>Affirm that the young people have come up with a great list. Explain that the range of things on this list is part of the reason why there is no set definition for public sexual harassment.</p> <p>Ask the students what are some of the difficulties if something doesn’t have a definition? Try to ensure you get responses that include:</p> <ul style="list-style-type: none"> - Makes it harder to challenge if you see it - Makes it hard to speak out if it happens to you - Can provide an excuse for someone who does it <p>Summarise how this shows that it is important to try to define it and so that is what the group will be doing over the following three lessons, to come up with <i>our own</i> definition.</p>
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	<p>Facilitator note: The students may say that without a definition it can be hard for someone who does it to know that they are doing it. If they bring this up let them know that's an interesting idea, and check with other students what they think. Say that we can all return to this question next session when you look a little more at motivations and how it feels for the harasser and the person harassed.</p>
<p>Plenary / assessment <i>for</i> and <i>of</i> learning</p> <p>5 minutes</p>	<p>Briefly sum up the lesson reinforcing the following messages;</p> <ul style="list-style-type: none"> • Public sexual harassment can include different practices (give some examples). • Though public sexual harassment can happen to anyone, it is mostly directed at girls and women from boys and men. This means it is understood a gendered form of violence. • Without a definition it can be hard to name what is happening to us and hard to challenge it when we see it happening to someone else. <p>Thank students for their maturity in the session and for taking part so enthusiastically.</p>
<p>Extension activities:</p> <p>Home learning</p>	<p>Ask students to make a note of any examples of sexual harassment they see in public or think about during the week, and to start to think about who is experiencing it and who is doing it.</p> <p>Let students know that you'll be asking for their examples in the next lesson.</p>

● Lesson Two

What is the difference between harassment, banter, and compliments?

Context and overview	<p>Building on learning from Lesson One, this lesson will invite young people to consider more what “counts” as an experience of sexual harassment in public, and how attributes such as gender, race/ethnicity, and sexuality, can affect how someone is targeted for and experiences harassment.</p> <p>The key aim of this second session is to give young people skills in evaluating whether something is sexual harassment through considering the motivations of the harasser and the feelings of the person harassed.</p>
Learning objectives	“We are learning to recognise how to identify sexual harassment and starting to understand what it feels like for the person harassed.”
Intended learning outcomes	<p>Pupils will be able to state the following:</p> <ul style="list-style-type: none">- I am thinking about the differences and similarities between harassment, a compliment, and banter.- I am understanding more about who is targeted for sexual harassment.- I am understanding more about the impact of public sexual harassment.
Resources required	<ol style="list-style-type: none">1. Harassment, compliment, or banter cards [at the back of this pack]. You will need to print these out in sets so that there are enough for each group plus an extra set for yourself.2. Harassment, compliment, or banter prompting questions [at the back of this pack]. These are for you and should not be shared with the students.3. Blu-tack4. Three pieces of flipchart paper with three different headings: HARASSMENT; BANTER; COMPLIMENT

<p>Preparation and climate for learning</p>	<p>Students will be returning to the small groups they were working with last session. You will want the room arranged so that desks are organised into small clusters.</p> <p>Have 3 pieces of flipchart paper at the front of the room with three different headings: HARASSMENT; BANTER; COMPLIMENT. These will be used for the students to stick their cards on during the main activity.</p> <p>Establish a safe learning environment. Recap and agree group ground rules and ensure support information is clearly available for everyone. Re-emphasise this is a sensitive and emotive topic and that it's important for students to take care of themselves during the lesson.</p>
<p>Starter activity: Recap</p> <p>5 minutes</p>	<p>Introduce the lesson by asking the students to return to the groups they were in at the end of last session. Ask if anyone had any questions remaining from the last session or if there was anything they'd like to say about the topic before we begin today.</p> <p>Reiterate that last session they came up with a great list of practices that can be included as public sexual harassment, as well as thinking about who is more likely to experience it and who is more likely to do it. If possible, you can keep the flipchart from the previous session on display to help them remember.</p> <p>Remind them you also talked about how it is important to have a definition that is meaningful and thoughtful as otherwise it can be hard to name what is happening to us and hard to challenge it when we see it happening to someone else.</p> <p>Let the students know that today we're going to do a little more work to think about how we know if something is sexual harassment or not – particularly experiences that might be seen as harder to define or that we might be unsure about. You can tie this into the discussion from the previous session if anything had come up about whether something was or wasn't sexual harassment.</p>

<p>Main activity: Harassment, banter, or compliment?</p> <p>10 minutes</p>	<p>Pass out to each group of students a set of the harassment, compliment or banter cards. There should be 6 statements in the set. Make sure each group also have a set of 6 blank cards to be able to write their own.</p> <p>Keep the prompting questions for yourself.</p> <p>Let the students know they have been given a set of practices that they are to categorise or group as being harassment, a compliment or banter. Explain they should create different piles for each and that they need to have a discussion in their groups before putting each thing into a pile.</p> <p>Ask if anyone did keep a note of any examples they saw during the week. Let them know that if they did it is going to make this exercise a little easier as they can use some of those examples.</p> <p>Tell them they have also been given six blank cards that you would like them to fill in – so to write on each card one thing that they think is either harassment, a compliment, or banter (just one thing per card), preferably something that isn't already in their "set". Ask the students to fill in these blank cards after they have organised their cards into piles and to raise their hands when they have finished.</p> <p>Give the students 5 minutes to organise the cards into different piles as either banter; compliment; harassment, and collect their filled in blank cards once they tell you they have finished.</p> <p>If there is one that they aren't sure about encourage them to try to come to an agreement in their group. If they can't they should write it on one of their blank cards and add it into both piles, but the aim is to try to fit it into one category through discussion.</p>
<p>Main activity: Feedback</p>	<p>Facilitator notes</p> <ul style="list-style-type: none"> - The point of the exercise is to help the young people begin to question the way in which "it

<p>15 minutes</p>	<p>depends” is often used as a defence against naming behaviour as harassment.</p> <ul style="list-style-type: none"> - The exercise should invite the young people to think about this “grey area” themselves and encourage them to explore with their peers what are the factors that “it depends” on. The exercise should also show how similar banter and harassment can be or how harassment is sometimes used <i>as a form</i> of banter. Some of this should come out through the prompting questions and through the differences in how the different groups of students classified their cards. - You are aiming here to help begin the students thinking about the importance of <i>context</i>, and how in defining whether something is harassment, a compliment, or banter, it is important that we come from the perspective of the person who these things are said or <u>done to</u>, as well as thinking about the motivations of the person doing it. This approach, rather than one that provides clear answers in terms of “yes harassment, no harassment” will help the young people be able to evaluate behaviour in real life situations that might be different than the examples discussed in this session. <p>Begin the feedback session by reading aloud from your “deck” of practices and asking each group where they put that card. Take some discussion particularly if they put it in different places. Once you reach an agreement, stick the card on the flipchart paper under compliment, harassment, or banter.</p> <p>Then use the prompting questions given at the back of this pack to ask if or how they change where the students have decided to put the card.</p> <p>For example</p> <p><i>A boy whistles at a girl as she walks past and says ‘alright sexy’</i></p> <p>After some discussion, the class agrees that this is</p>
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	<p>harassment. The discussion covers the idea that ‘it depends’ – it depends if she likes the boy for example. Some discussion might focus on what the girl is wearing as to whether she ‘wants it’. Try to encourage the students to challenge each other about things like this. Ask things like “How do you think he would respond if she said don’t say that to me?” “How might someone know in advance how that would make someone feel?”</p> <p>Then use the prompting questions to generate more discussion.</p> <p>Encourage a discussion where there is disagreement – what could change something from being banter to harassment? What makes something a compliment? Ensure the answers to these questions focus on how it feels for the person receiving the actions, and how much thought the person doing the action considers the feelings of the person being done to (with a compliment considerate of others, banter less so – the focus is on gaining points for yourself – and harassment not at all).</p> <p>Do this for each of the cards, depending on the time making more or less of the discussion. You will also have collected the blank cards where the young people wrote their own. Make sure you allow enough time for these as they may include some that require more discussion than the rest. You can use some of the prompting questions that were used on other cards to generate discussion around these, or make up your own.</p>
<p>Summary of feedback</p> <p>5 minutes</p>	<p>Summarise the discussion by saying that though sometimes it is very clear; sometimes it can be hard to work out what sexual harassment <i>is</i>. Explain that from the discussion today you have seen that they are all developing really good skills in being able to assess whether something is banter, harassment, or a compliment. A way to think about it is to consider the motivations of the person doing it and how it feels for the person receiving it. A compliment can be given and the normal response is thank you and nothing else is asked for or intended.</p>

	<p>For example - give a compliment to one of the group of students about their work – for instance say that you thought their contributions to the discussion were really thoughtful [make sure it is to the group not an individual and ensure it as about their work]. Explain that before saying what you just said, you had thought about the potential impact on others. Say that you hadn't wanted to single someone out as that could feel really embarrassing in the class and also that you wanted to compliment them on something they had done rather than something that they were (i.e. smart, funny etc) because if they felt uncomfortable about what you had said it would be easier for them to say that because you hadn't commented on something that was directly a <i>part</i> of them.</p> <p>Contrast this with the examples the students have labelled as harassment. For example, saying something like "Alright sexy" makes it hard to say "thank you" as a response, and also generally is about wanting something more from the person it is said to. You can see this in the way that if someone who is harassing is challenged on what they are doing, they rarely feel able to say "sorry."</p> <p>Ask the students how they think the boy would respond if the girl said, "don't talk to me like that." Or even "go away". Generally responses show that he would insult her or it could get aggressive. It is highly unlikely the boy would say, "sorry I didn't mean to offend you."</p> <p>Ask the students what they think this shows? Take a few responses and affirm any that talk about power or entitlement, that he doesn't really care about how she feels about what he is doing, that it is about <i>him</i> not her. If needed explain that entitlement means when someone feels they have a right to do something regardless of the needs or rights of somebody else.</p> <p>Conclude the discussion by saying that this reveals that his actions are based in a sense of entitlement to be able to talk to her or comment on her without challenge. And it is that sense of entitlement that is a big factor in defining</p>
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	<p>whether something is harassment.</p> <p>Let the students know we'll keep talking about this next session, as it's an important point when we think more about the impacts of public sexual harassment.</p>
<p>Plenary / assessment for and of learning</p> <p>5 minutes</p>	<p>Briefly sum up the lesson reinforcing the following messages;</p> <ul style="list-style-type: none"> • It can sometimes be hard to know the difference between harassment, a compliment, and banter. • To help decide what something is, we think about the context, the motivations of the person doing it and importantly how it feels for the person receiving it. [This point is particularly important to help the young people understand it is not just “it depends”] • Entitlement is a big motivation for harassment and this means that the person doing it wouldn't apologise sincerely if they were challenged, and that thank you is rarely a way of ending the interaction. <p>Thank students for their maturity in the session and for taking part so enthusiastically. Let them know that next week we will be thinking more about how to know what sexual harassment is by understanding more about its impact.</p>
<p>Extension activities:</p> <p>Home learning</p>	<p>Ask pupils to continue thinking about what we've discussed through the week and to make a note of anything extra they learn about the differences and similarities between harassment, a compliment and banter.</p>

● Lesson Three

What are the effects of public sexual harassment?

Context and overview	<p>Building on learning from Lessons One and Two, this lesson will invite young people to think more about the impact of public sexual harassment and particularly to consider the impact of racialised sexual harassment.</p> <p>The key aims of this session are to encourage the students to empathise with the impact of sexual harassment and understand more about how it is experienced by women and girls from black and minority ethnic (BME) groups.</p>
Learning objectives	<p>“We know the ways that sexual harassment in public affects the freedom of women and girls, and what racialised sexual harassment means.”</p>
Intended learning outcomes	<p>Pupils will be able to state the following:</p> <ul style="list-style-type: none"> - I am understanding more about the impact of public sexual harassment. - I am considering the role of men’s entitlement in public sexual harassment - I am thinking about how racism intersects with sexual harassment for BME women and girls
Resources required	<ol style="list-style-type: none"> 1. Internet enabled computer 2. Projector and sound system to play short YouTube clip 3. Flipchart paper and pens.
Preparation and climate for learning	<p>Before beginning, ensure you have read the guidelines for delivery and reaffirm you understand your safeguarding procedure. Ensure information regarding support organisations including Rape Crisis and male survivor organisations are clearly visible within the learning environment.</p> <p>Classroom to be arranged as in previous sessions, with desks in small clusters so students can work in groups.</p>

	<p>You can decide whether it would work well for the students to sit in different groups from the last two sessions. This can work well to ensure the class is moving around and getting different input, however it can result in groups not working well together on difficult subject matter (for example if someone who has harassed others is put in a group with someone they have harassed) so use your discretion.</p>
<p>Starter Activity: Re-cap Purple Drum Video</p> <p>10 minutes</p>	<p>Introduce the lesson by recapping what was covered last week.</p> <p>Remind the students that so far we have looked at what public sexual harassment might include, as well as how we can work out whether something is or isn't harassment by thinking about how it makes someone feel and what the intentions are of the person doing it.</p> <p>Remind them that we talked about how sexual harassment was very little to do with who it was done to, much more about the entitlement of the person who was doing it. And also that we learnt that sometimes the things we think of as "banter" are actually really similar to the feelings and motivations that underpin harassment.</p> <p>Ask the students if anyone did make any notes through the week about the differences and similarities between harassment, a compliment and banter. Take any feedback if it comes up and affirm any extra learning the students have done. If any questions come up ask the other students what they think, encouraging discussion and respectful challenge.</p> <p>Let them know that this session we're going to find out a little more about the impacts or effects of public sexual harassment through some real life stories of women it has happened to.</p> <p>Explain that you are going to show a short video created by an organisation in London that focuses on violence against women from black and minority ethnic backgrounds. It highlights the issue of public sexual harassment for all women, but also talks about how BME</p>

	<p>women and girls can be targeted in ways that intersect with racist harassment.</p> <p>Play video:</p> <p>https://www.youtube.com/watch?v=IJ-qpvibpdU&t=1s</p> <p>[Approximate running time: 5 minutes]</p>
<p>Main activity: Impacts and intersections</p> <p>15 minutes</p>	<p>Start the activity by asking the students how they felt about the video, was there anything surprising there or anything they were unsure of. To get the discussion going it can help if you talk about anything that particularly stood out for you.</p> <p>Say that there were a number of things discussed in the video, some of which we've talked about already and some of which we will go on to look at. Something in particular we're going to look at was how the women were talking about the way in which racism <i>intersects</i> with sexism meaning that they were experiencing racist comments at the same time as sexist comments.</p> <p>Ask the students if this was something that came out of their group discussions either on Lesson One or Lesson Two. [For most groups it would not – these two things are often talked about as though they are separate – racism and sexism]. If anything like this did come up in the earlier sessions remind the students about it, if not ask if there is anything they think should be added now.</p> <p>Once ready to move on, let the students know we are going to think about the impact today as well as how sexual harassment is racialised.</p> <p>Explain that one of the women in the video says, “people think it's minor but it's not”, and we are going to think about that a little more in terms of why it isn't minor.</p> <p>In their groups, ask them to write down all of the ways they think public sexual harassment affects women and girls, using what was said on the video as a starting point. Remind them some of the things mentioned on the video</p>

	<p>such as:</p> <ul style="list-style-type: none"> - The woman talking about how she feels she can't smile when she walks down the road even though she wants to or can't wear what she wants to wear. - The woman talking about how she has learnt to control her own behaviour from really young. <p>But also to remember some of the things you would have discussed in the previous session about how it feels for the person being sexually harassed [give some examples here of your previous discussions].</p> <p>Ask them to think about:</p> <ul style="list-style-type: none"> - How does it effect what women and girls do? i.e. where they go, what they wear, how they act. - How does it effect how women and girls feel? - What about race/ethnicity? Does it effect different women and girls differently? - What about sexual harassment based on someone's sexuality, so some of the "gay" comments we spoke about last session. How might this effect someone? <p>If throughout the sessions there has been a question about how men and boys can be sexually harassed [this often comes up] use this exercise as an opportunity to invite the young people to think more about that. As with the exercise in the first week, for the things they are writing down, get them to consider whether women or men are more likely to be effected in these ways. Though the answer can always be 'both', encourage them to really think about whether this is the case, for example do men and boys really change what they are wearing for fear of being sexually harassed? Have they experienced harassment from strangers since they were young? Or has this changed over time (i.e. more when younger and less now). The point here is not to say that men and boys aren't effected by sexual harassment in public, rather it is to think through how the effects can be different based on the different ways someone is</p>
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	<p>located, for example by their gender or their race/ethnicity.</p> <p>Give them 10 minutes to write their list and encourage them to have a discussion in their groups as they're writing things down.</p>
<p>Main activity:</p> <p>Feedback</p> <p>15 minutes</p>	<p>Begin the feedback session by asking everyone if it was easy or hard to do the exercise. Did they run out of impacts or were there more they didn't get to write down?</p> <p>Have flipchart paper at the front of the room (or a board) ready to write down their responses. Ask the groups to call out what they got. Try to write down everything; similar to the first exercise the intention is to show the wide range of effects of public sexual harassment.</p> <p>Once the list is complete, ask the students:</p> <p>Looking at this list, why is public sexual harassment a problem?</p> <p>Take some responses. These might include that it makes women and girls feel bad about themselves, that it is racist, that it is homophobic, or that it makes BME women feel like they don't belong or don't count. Affirm the students' responses and then say that it is important to remember that all of these things aren't happening in isolation. Ask the students if they remember the big list you all created back in the first session? It can help if you have this still available somewhere in the room, though this is not always possible. Ask them if they remember the women on the video talking about how this happens a lot, almost every day for some women, and then say this is part of why it is a problem and also part of why the exercise we did last session, trying to separate things out into harassment, or compliment, or banter, was difficult.</p> <p>The key point here is that sexual harassment is cumulative. [You can ask students if anyone knows what this means or just define it yourself]. That means it is repeated over time and starts to build up. Which means</p>

	<p>all of these impacts start to build up. It is not just a one-off event, it is an ongoing process. And that can happen not only in public but also in other contexts such as school or work.</p> <p>Explain that this is why something that might seem trivial, like wolf-whistling at a stranger, can actually have a very negative impact because it forms part of a range of experiences that women and girls have over the course of their lives. It is this understanding that isn't present in the motivations of those who harass others, the way that a small comment or gesture might connect to a range of other comments and gestures that someone has had their whole life. This is why even things that might appear "minor" when seen as a one-off, have major effects such as limiting freedom of movement.</p> <p>Conclude by saying that the next session is our last looking at public sexual harassment, and hopefully we are getting closer to a definition and an idea of what we can do about it. If you are planning on going onto the follow up sessions on sexual harassment in schools and the role of the bystander you can also mention this here.</p>
<p>Plenary / assessment for and of learning</p> <p>5 minutes</p>	<p>Briefly sum up the lesson reinforcing the following messages;</p> <ul style="list-style-type: none"> • Public sexual harassment is a problem because it limits women and girl's freedom. • Sexual harassment can be racist and also can be directed at someone because of his or her sexuality. • Sexual harassment is not a one-off; it is cumulative and has a big impact on the lives of those who experience it.
<p>Extension activities: Home learning</p>	<p>Ask the students to begin thinking about what they could do to stop sexual harassment in public. Encourage them to keep noting down anything they see or hear and to think about what might work to stop it from happening.</p>

● Lesson Four

What can we do to end public sexual harassment?

Context and overview	<p>The final session of this set of four lesson plans, this session focuses on pulling together the learning across the past three weeks and looking forward to what can be done to change public sexual harassment.</p> <p>The key aim of this session is to develop a definition of public sexual harassment that the students are happy with and feel encompasses all of the work they have done.</p>
Learning objectives	<p>“We are able to define what we mean by public sexual harassment and we are thinking about how we can stop it.”</p>
Intended learning outcomes	<p>Pupils will be able to state the following:</p> <ul style="list-style-type: none"> - I can define public sexual harassment. - I know why public sexual harassment is a problem and who it affects. - I am thinking about what different groups can do to end public sexual harassment.
Resources required	<ol style="list-style-type: none"> 1. Flipchart paper and pens. 2. Blank copies of Worksheet 1 for all students [see resources at the back of this pack]
Preparation and climate for learning	<p>Before beginning, ensure you have read the guidelines for delivery and reaffirm you understand your safeguarding procedure. Ensure information regarding support organisations including Rape Crisis and male survivor organisations are clearly visible within the learning environment.</p> <p>Classroom to be arranged with desks in small clusters so students can work in groups. Keep the students in the same groups they were in last session if possible.</p>
Re-cap	<p>Welcome everyone back and remind them this is the last session we will have focusing specifically on public sexual</p>

5 minutes	<p>harassment.</p> <p>Ask the students what they have learnt so far. When summarising their responses try to cover all the points below (you may need to gently reframe their responses):</p> <ul style="list-style-type: none"> • Public sexual harassment can include different practices (give some examples from previous lessons). • Public sexual harassment is a problem because it limits women and girl's freedom. • Sexual harassment can be racist and also can be directed at someone because of their sexuality. • We need to create a definition to help us speak up about it when we experience it and challenge it when we see it. • To help decide the difference between harassment, a compliment and banter, it helps to think about the context, the motivations of the person doing it and importantly how it feels for the person receiving it. • Entitlement is a big motivation for harassment and this means that the person doing it wouldn't apologise sincerely if they were challenged, and that thank you is rarely a way of ending the interaction. • Sexual harassment is not a one-off; it is cumulative and has a big impact on the lives of those who experience it. <p>Ask the students if there is anything extra they think they have learnt. Affirm their answers.</p>
Main activity: Taking action	Summarise that we have covered most of what we first thought about in that first worksheet. We have identified why public sexual harassment is a problem. We've named

15 minutes	<p>some of the practices that are included under the banner and thought about why men might do it. We've also thought about how people experience it and are targeted for it in different ways.</p> <p>But before we really can say we have a definition, what can we do about it?</p> <p>Ask if anyone thought about this during the week and if they could share anything they came up with about what might work to stop it. Remind them that in the video we watched last week the women spoke about some of their suggestions. Ask if anyone can remember what they said?</p> <p>You can give these 3 examples but you or your students may remember others:</p> <ul style="list-style-type: none"> - They said that it can help just to take it seriously - That men talk to each other and say it's messed up – challenge each other. (This connects to what you would have spoken about regarding banter). - That the government and companies could make sure transport systems are safe <p>Let the students know we are going to think about that a little more in our groups. In particular ask them to think about what can be done to stop it by:</p> <ul style="list-style-type: none"> - Individual harassers - Companies (not only transport but thinking about online spaces such as Facebook, Snapchat etc) - Government - People who see it (called bystanders) <p>Explain we are not going to look at what the person being harassed can do as – like we saw with the video we watched last week – they are generally already doing a lot! Let's think about how other people can step up to help them out instead.</p> <p>Ask the students to have a discussion in their groups about different actions these four groups could take to help stop public sexual harassment.</p>
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	Give them 10 minutes for the discussion before moving onto feedback.
Main activity: Taking action 10 minutes	<p>In taking the feedback it can be useful to have flipchart paper to write up their suggestions. Unlike previous feedback sessions the intention is not to show the overwhelming scale of solutions [it is rare for a lot of different solutions to come up anyway] but to show in an ordered way how change is possible and these are the steps that could be taken.</p> <p>Make sure the following are included in feedback:</p> <p>For individual harassers</p> <ul style="list-style-type: none"> - Don't do it! - To consider the impact of their actions on others <p>Companies</p> <ul style="list-style-type: none"> - Have easy ways to report - Advertising that tells people what behaviour is sexual harassment and that it will not be tolerated <p>Government</p> <ul style="list-style-type: none"> - What about paying for TV campaigns that talk about public sexual harassment? - Possible laws or on the spot fines for harassers. You can also ask if anyone has heard of what is happening in Nottingham where sexual harassment in public is listed as a hate crime and people can report it as that. <p>People who see it (bystanders)</p> <ul style="list-style-type: none"> - Make sure that the person who has been harassed is ok. - Believe their friends or other students when they say they have been harassed. - To challenge. <p>Facilitator note: This last point (that bystanders should challenge) often comes up but there are important</p>

	<p>safety considerations about when and how to challenge. If you are doing the follow on lessons on bystander intervention tell the students you will think more about the issues involved in challenging later. If not, it can be useful to say here that most people only think about challenging at the time but this can be dangerous, particularly if it is a stranger in public. What about challenging each other respectfully if we see sexual harassment in school? Or challenging attitudes that can lead to harassment such as entitlement or not treating others with respect.</p> <p>This can be used to lead onto the next question: What is it that prevents or makes it hard for us to challenge the behaviour of a harasser?</p> <p>Common examples are that (for men and boys) they could lose status, get called a pussy or gay, get teased themselves, could be beaten up, or (for women and girls) that they could be harassed themselves, that it would bring attention to them, that they could get attacked.</p> <p>Then ask what the feelings are underneath all of this – fear. It is hard to challenge the behaviour of a harasser because we feel fearful, ashamed, self-conscious, embarrassed, and/or nervous. Ask the students if they remember from over the last three sessions how sexual harassment makes the person being harassed feel – fearful, ashamed, self-conscious, embarrassed, and nervous.</p> <p>So we can see that we're in it together and that we all have an interest in preventing this, even if it's not happening to you, or you're not the one doing it. And right at the start of this we spoke about how we can't prevent what we can't name. So let's consolidate everything we've done into a definition.</p>
Wrap up: Definitions	<p>Hand out blank Worksheet 1 – they would have had this as the first exercise for these lesson plans. Ask the students to fill out what they think now, how would they define public sexual harassment, why it happens, who it</p>

10 minutes	<p>happens to, why it is a problem and how we can stop it. Collect these up at the end of the session. At the end of the lesson can also be a good time to give out the background information summary sheet for students. It has been formatted at the back of this pack so that it two copies can be printed on one A4 sheet of paper.</p> <p>Thank everyone for all of their maturity and discussion during the sessions. If you are following up with the work on sexual harassment in schools this can be a good time to explain you will be talking more about this soon.</p>
Extension activities	<p>You can use the definitions that the students submitted to display in the school or in the classroom. If you are following on with the next set of lesson plans, Speak Up/Out, you can bring the definitions into the first session and they can help form the basis of beginning the programme of work about sexual harassment in school.</p> <p>We would also welcome finding out what the young people have said. If you're interested in sharing your worksheets please email training.coordinator@rasasc.org.uk to be sent a stamped self-addressed envelope for you to send back your students work. You can use the same email to request any additional resources or support that may help you in carrying on the work that has begun here, or you can find more examples of free lesson plans for different forms of violence against women on the AVA Prevention Platform http://www.preventionplatform.co.uk/</p> <p>This will form part of the evaluation of this project. You can find further information on the project website: https://www.dur.ac.uk/esrciaa/test/partnerships/theatreeducation/</p>

Additional resources

Violence Against Women and Girls Factsheet: Key information for education staff to understand violence and abuse of girls¹⁰

This document sets out some of the main forms of violence and abuse that girls experience in the UK, alongside evidence on how widely they are experienced. In light of such high levels of abuse across the UK, education establishments will be aware of the importance of listening to, believing and supporting young survivors, so the document also includes information about responses to abuse and dealing with disclosures. The document can be adapted to be used as a worksheet for students.

Gold Standard Sex and Relationships Education: Principles and practices to prevent violence and abuse of girls¹¹

Created by experts in violence against women and girls prevention, this document outlines the core principles and practices that form the basis of a gold standard for sex and relationships education. It outlines the seven key principles and twelve practices underpinning education that seeks to change attitudes and behaviours that accept and normalise violence against women and girls, and intersecting forms of violence including racism and homophobia.

A Whole-School Approach: A template model for education establishments to prevent violence and abuse of girls¹²

Building on the work of Womankind¹³ and Against Violence and Abuse (AVA),¹⁴ this short document outlines what is meant by the term 'whole-school approach' to preventing violence against women and girls, focused on prevention, education and safeguarding. It outlines key actions needed to prevent violence against women and girls, and to ensure safety for both students and staff.

¹⁰ EVAW (2015) *Violence Against Women and Girls Factsheet: Key information for education staff to understand violence and abuse of girls*, available at evaw.org.uk/campaign/schools-safe-4-girls

¹¹ EVAW (2015) *Gold Standard Sex and Relationships Education: Principles and practices to prevent Violence and abuse of girls*, available at evaw.org.uk/campaign/schools-safe-4-girls

¹² EVAW (2015) *A Whole School Approach: A template model for education establishments to prevent violence and abuse of girls*, available at evaw.org.uk/campaign/schools-safe-4-girls

¹³ Detailed information on what is included in a 'whole-school approach' is available in Maxwell, C., Chase, E., Warwick, I., Aggleton, P., & Wharf, H. (2010) *Freedom to Achieve: Preventing violence, promoting equality: a whole-school approach*, Womankind Worldwide, womankind.org.uk/wp-content/uploads/2011/02/WKREPORT_web-24-NOV-2010.pdf

¹⁴ See AVA (2014) *Prevention on the Schools Agenda: Summary of Key Learning, Prevention Project* preventionplatform.co.uk/media/Prevention-report-Key-Learning.pdf.

Worksheet 1

Name: _____

Date: _____

I think that...

Public sexual harassment is: _____

It happens to: _____

Some things it can include are: _____

It is a problem because:_____

The reasons it happens are:_____

And we can change it by:_____

Harassment, compliment, or banter: Prompting questions

Use these questions to help prompt discussion in the harassment, compliment or banter exercise. Depending on the time you have for the exercise you can ask more or less questions. The cards are included following this sheet. Make sure you allow an additional 6 spare cards for the young people to fill in their own ideas.

A girl is told she smells like cocoa butter by a man she passes on the street

- What do you think the man is getting out of this?
- How do you think this makes the girl feel?
- Does it change if the girl is BME (Black and Minority Ethnic)?

General discussion points:

The students may say this is a compliment. You can encourage them to think about whether this is in fact a compliment by asking what might happen if the girl tells the man she finds that offensive – would the man apologise do you think or would he get angry? Point out the racialised element, what do you think the man means by “cocoa butter”? Talk about how the girl may feel interrupted and self-conscious and that because of the racial element she may feel as though she is “different” or that she doesn’t belong. After the discussion the young people should be able to identify this as sexual harassment due to the fact that the man has said it without any regard to how it might feel, and that the girl has been interrupted for no reason other than to comment on her skin colour.

A boy whistles at a girl as she walks past and saying ‘alright sexy’.

- Does it change if they are in a relationship? Why?
- What if they are strangers and this is in public?

General discussion points:

The students may say this is a compliment. You can encourage them to think about the difference between someone saying this when they are already in a relationship with someone and someone saying it when they don’t know the person at all or have no idea how they will feel about being told this. Again you can raise the question about what might happen if the girl tells the man she finds that offensive – would the man apologise do you think or would he get angry? And also talk about how the girl may feel interrupted and self-conscious. After the discussion the young people should be able to identify this as public sexual harassment when it occurs between strangers, but maybe a compliment when it occurs between two people who have an established relationship. The difference is due to the fact that it can feel frightening to have a stranger comment on your appearance as you might not know what they want from you and that the general rules of conduct in public between strangers are that we respect and are polite to each other, not that we comment on or evaluate the way we look.

A boy grabs another boy by the groin as part of a dare. His friends laugh and he wins points.

- Does it change if it is a girl doing it to a boy or a boy doing it to a girl?
- How does the boy who is grabbed feel?

General discussion points:

The students may say this is banter or that when a girl does it to a boy it is a compliment. They may also make homophobic which should be challenged. You can encourage them to think about what banter actually is – what is the purpose? If the purpose of banter is “just a joke” then ask them to think more about how this might feel to the boy grabbed. Does he find it funny or is it a kind of bullying? Ask whether it is right or ethical to make someone feel bad just so you look good, or whether it is better to have jokes that are not made at the expense of other people. After the discussion the students should be able to define this as harassment regardless of who does it.

Tagging someone in a pornographic photo or video and posting it online.

- Why do you think the person tagging the video has done this?
- What about the person who this is happening to, how do you think they feel?

General discussion points:

Students will generally identify this as harassment, however some may say it is banter for example if it is done between friends or again as “just jokes.” If this happens, use the discussion to raise similar points as the previous example, to think about what banter actually is – what is the purpose? And to consider whether it is better to have jokes that are not made at the expense of other people. Point out that this is done in public and so even between friends this could someone feel embarrassed or humiliated and connect this to how the boy might have felt in the previous example.

A girl calls another girl a slag for her skirt being short.

- Does it change if they are friends?
- What about if she is called a slag online not in person?
- How do you think the girl might feel when this happens?

General discussion points:

Again students will generally identify this as harassment, however some may say it is banter for example if it is done between friends or again as “just jokes.” If this happens, use the discussion to raise similar points as the previous example, to think about what banter actually is – what is the purpose? And to consider whether it is better to have jokes that are not made at the expense of other people. Use the discussion about how someone might feel to show how they may feel embarrassed or humiliated and connect this to how the boy might have felt in the previous example.

A group of boys rate a girl's appearance out of 10 online.

- Does it change if this happens in person?
- Does it change if it's a girl doing it to a boy? Why?
- How do you think the girl might feel when this happens?

General discussion points:

Students may talk about how it depends what she is rated and that if she is rated well this could be a compliment, or just banter. Query the idea that someone can be rated on their appearance at all. What is the impact of being judged like this in public? If rated "well" you may still feel embarrassed or judged. Explain how it effects boys and girls in similar but different ways as both are judged on their appearance but what they are supposed to look like is different – boys have to be strong and tough and muscular for example, and girls have to be slender and curvy at the same time. It can make people feel really bad about themselves to rate them in this way and can lead to long term effects such as eating disorders. Summarise the discussion by pointing to how something that can have such a negative effect cannot really be a compliment or just a joke between friends; it is a form of harassment or bullying.

**A girl is told she smells like cocoa-butter by a man she
passes on the street**

**A boy whistles at a girl as she walks past and says
'alright sexy'.**

**A boy grabs another boy by the groin as part of a dare.
His friends laugh and he wins points.**

Tagging someone in a pornographic photo or video and sending it to them.

A girl calls another girl a slag for her skirt being short.

A group of boys' rate girl's appearance out of 10 online.

Background reading

Understanding public sexual harassment

What is public sexual harassment?

Sexual harassment in public has no single definition or term used to describe it. Most commonly it is referred to as “street harassment” however this can be too limiting to describe the range of locations it can be experienced. Public sexual harassment refers to the experience of intrusion from strangers in public space can include practices such as wolf-whistles, sounds, car honking, verbal comments including sexualised comments and insults, and physical intrusions including sexual assault.

Why is it a problem?

Sexual harassment in public has a detrimental impact on those who experience it, and it is most likely to be experienced by women and girls. The research on which this project is based found that the experience of public sexual harassment really effected how women and girls felt about their body and how they behaved in public. It found that in public spaces many women are constantly evaluating their safety, and performing habitual safety work (such as taking particular routes or doing particular things such as wearing headphones, looking down). This work has an impact on women’s freedom. Women often have to reduce or limit their freedom (freedom of movement, freedom to wear what they want or behave as they choose) in order to increase a sense of their safety. As the experience of harassment for many begins in childhood or early adolescence, often this safety work is hidden as a normal part of ‘just the way things are.’

Are men sexually harassed in public too?

Yes. Men may experience forms of public sexual harassment. It is important to acknowledge this at the same time as recognising how harassment directed from unknown men and boys to women and girls has a particular impact given the prevalence of sexual violence. ‘Safety concerns’ for women in this sense often refers to safety from rape. This is different from men’s fear of crime in public space, which more commonly refers to physical rather than sexual violence, or property, rather than interpersonal crime. This is not to suggest that there is no harm when men are sexually harassed in public, nor is it to privilege one experience of harassment (e.g. women’s) over the harassment that many LGBT (lesbian, gay, bisexual, and transgender) people experience on the street.

How common is it?

- A recent poll by the End Violence Against Women Coalition showed that **85% of younger women** in the UK have experienced sexual harassment in public, and that almost half of all women conduct conscious safety work when in public.
- In similar contexts to England, a study taken of American adult women in 2000 found that almost **87 per cent of women** between the ages of 18 and 64 had

experienced some form of harassment on the street by an unknown man at sometime in their life.

- Hollaback together with Cornell University conducted an international survey in 2014, finding for example that in Europe **over 80% of women** report experiencing street harassment prior to age 17.

Is it the same for all women and girls?

No. Women can be targeted in different ways, and their experiences can be responded to differently. Black and Minority Ethnic women, for example, experience harassment that is both sexist and racist. Imkaan's young women's project Purple Drum, together with the End Violence Against Women Coalition have recently released an excellent short film highlighting this. Muslim women who wear the hijab or other religious coverings are often at the forefront of a particular form of harassment fuelled by the intersection of Islamophobia and sexism. Women with visible physical disabilities may be targeted for both their disability and for being women, and feelings of unsafety in public space can be heightened where a disability physically limits on a woman's 'space for action'.

Lesbian/bisexual women are commonly targeted for homophobic sexual harassment, as are many gay/bisexual men. Some may be subjected to harassment that targets several aspects of their identity at the same time, for example a young BME lesbian may experience harassment that is racist, sexist, homophobic and age-specific.

Is it a problem only in England?

No. There is a global movement of individuals and organisations campaigning to increase the freedom and safety of women and girls in public space. The **Why Loiter** movement in India was inspired by the book of the same name, and encourages women and girls to 'take up space' in public. **The Girls at Dhabas** in Pakistan also encourages women to occupy public spaces, to feel free to enter traditionally male dominated spaces and to practice male dominated activities, such as cycling or cricket. In Egypt, **Harassmap** is a campaign to end the social acceptability of sexual harassment in Egypt. **Las Hijas de Violencia (The Daughters of Violence)** is a performance art group based in Mexico City, combining punk rock and performance art to combat street harassment. Artist **Tatynana Fazlalizadeh** has been conducting a public space art project, Stop Telling Women to Smile, challenging street harassment in America, as well as a recent installation in Mexico City. You can look these up to find out more and can also use examples in your lessons of actions that have been taken (for example the work of Tatynana Fazlalizadeh).

Where can I get more information?

Together with the above international projects, you can find resources, advice, testimonies, and toolkits on the following sites based in the UK and the USA:

- **Everyday Sexism:** Project cataloguing women's experiences of routine forms of sexism in England everydaysexism.com
- **Hollaback:** International campaign to share experiences and challenge street harassment. Find nearest organisation at ihollaback.org
- **Stop Street Harassment:** American based site with international resources and information stopstreetharassment.org

Understanding public sexual harassment



What is public sexual harassment? Public sexual harassment has no single definition and can be referred to as “street harassment”. It refers to the experience of intrusion from strangers in public space and can include actions such as wolf-whistles, flashing and following, verbal comments including sexualised comments and insults, and physical harassment including sexual assault.

Why is it a problem? The research that inspired the play *Might Never Happen* found that public sexual harassment affected how women and girls felt about their body and how they behaved in public. It found that in public spaces many women and girls are constantly evaluating their safety, and doing safety work (such as taking particular routes or doing particular things such as wearing headphones, looking down). Women and girls often have to reduce or limit their freedom (freedom of movement, freedom to wear what they want or behave as they choose) in order to increase a sense of their safety. As the experience of intrusion for many begins in childhood or early adolescence, often this safety work is hidden as a normal part of ‘just the way things are.’

Are men sexually harassed in public too? Yes. Men and boys may experience forms of public sexual harassment. However, it is still a form of *gendered* violence as harassment directed from unknown men and boys to women and girls has a particular impact because of the way it connects to other forms of violence against women. Think about how ‘safety concerns’ for women in public often refer to safety from sexual assault. This is different from men’s fear of crime in public, which usually refers to physical rather than sexual violence, or property, rather than interpersonal crime. This doesn’t mean there is no harm when men are sexually harassed in public, nor is it to privilege one experience of harassment (e.g. women’s) over the harassment that many LGB (lesbian, gay, bisexual, transgender) people experience on the street.

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Is it the same for all women and girls? No. Women can be targeted in different ways, and their experiences can be responded to differently. Black and Minority Ethnic (BME) women, for example, experience harassment that is both sexist and racist. Women with visible physical disabilities may be targeted for both their disability and for being women. Lesbian/bisexual women are commonly targeted for homophobic sexual harassment, as are many gay/bisexual men. Some may be subjected to harassment that targets several aspects of their identity at the same time, for example a young BME lesbian may experience harassment that is racist, sexist, homophobic and age-specific.

Is it a problem only in England? No. There is a global movement of individuals and organisations campaigning to increase the freedom and safety of women and girls in public space. You can Google the following campaigns to find out more: The **Why Loiter** movement in India; **Girls at Dhabas** in Pakistan; **Harassmap** in Egypt; **Las Hijas de Violencia** (The Daughters of Violence) in Mexico; and artist **Tatyana Fazlalizadeh's** street art project Stop Telling Women to Smile

What can I do about it? You've already begun! Taking the time to learn more about the issue and the work being done around it is the first step. Helping to share that information with others is the next. Read up, share your own stories, and help in raising awareness.

- **everydaysexism.com** Project cataloguing women's experiences of routine forms of sexism in England
- **ihollaback.org** Campaign to share experiences and challenge street harassment in London
- **stopstreetharassment.com** American based site with international resources and information
- **imkaan.org** Information on specialist organisations for BME women and girls who have experienced gender-based violence.
- **rapecrisis.org** Support for women and girls who have experienced any form of sexual violence
- **survivorsuk.org** Information and support for men and boys who have experienced any form of sexual violence
- **dollseyetheatre.com** The resource page on our website has more information, including about the research behind the play, and you can find out about our other productions too.

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We would welcome any questions, comments, or feedback on this resource.

Please contact: Fiona.vera-gray@durham.ac.uk

To learn about the research underpinning this resource, contact: Fiona.vera-gray@durham.ac.uk

To book in workshops on sexual consent, body image, and gender stereotypes (and much more) contact training.coordinator@rasasc.org.uk

To find out more about the work of Doll's Eye Theatre and how to book Might Never Happen for your school, contact: dollseyetheatre@gmail.com

For information on the impact of racialised sexual harassment, or to book workshops focusing on the experiences of black and minority ethnic girls and women, contact contact@purpledrum.me